

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

INTRODUCTION

The Vision

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

For students, an education in the arts provides:

- The ability to be creative and inventive decision-makers;
- Varied and powerful ways of communicating ideas, thoughts, and feelings;
- An enhanced sense of poise and self-esteem;
- The confidence to undertake new tasks;
- An increased ability to achieve across the curriculum;
- A framework that encourages teamwork and fosters leadership skills;
- Knowledge of the less recognized experiences of aesthetic engagement and intuition;
- Increased potential for life success; and
- An enriched quality of life.

Recent studies such as *Critical Links* and *Champions of Change* provide evidence of the positive correlations between regular, sequential instruction in the arts and improved cognitive capacities and motivations to learn. These often result in improved academic achievement through near and far transfer of learning (i.e., music and spatial reasoning, visual art and reading readiness, dance and non-verbal reasoning and expressive skills, theater and reading comprehension, writing proficiency, and increased peer interaction). Additionally, the arts are uniquely qualified to cultivate a variety of multiple intelligences.

For our society, an education in the arts fosters a population that:

- Is equipped with essential technical skills and abilities significant to many aspects of life and work;

- Understands and can impact the increasingly complex technological environment around us;
- Has a humanities focus that allows social, cultural, and intellectual interplay, among men and women of different ethnic, racial, and cultural backgrounds; and
- Is critically empowered to create, reshape, and fully participate in the enhancement of the quality of life for all.

It is the intent of the standards to ensure that all students have regular sequential arts instruction and that specialization takes into account student choice. This is in keeping with the National Standards for Arts Education (1994), which states:

“All basic subjects, including the arts, require more than mere exposure or access. While valuable, a once-a-month visit from an arts specialist, visits to or from professional artists, or arts courses for the specially motivated do not qualify as basic or adequate arts instruction. They certainly cannot prepare all students to meet the standards presented here. These standards assume that students in all grades will be actively involved in comprehensive, sequential programs that include creating, performing, and producing on the one hand, and study, analysis, and reflection on the other. Both kinds of activities are indispensable elements of a well-rounded education in the arts.”

In New Jersey, equitable access to arts instruction can only be achieved if the four arts disciplines are offered throughout the K-12 spectrum. At the K-6 level, it is the expectation that students are given broad-based exposure through instruction as well as opportunities for participation in each of the four arts forms. In grades 7-8, they should gain greater depth of understanding in at least one of those disciplines. In grades 9-12, it is the expectation that students demonstrate competency in at least one arts discipline.

The state arts standards also reflect the same expectations as those stated in the National Standards for Arts Education (1994). The goal is that by graduation all students will be able to communicate at a basic level in the arts, and that they:

- Communicate proficiently, demonstrating competency in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency;
- Be able to develop and present basic analysis of works of art from structural, historical, and cultural perspectives;
- Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and
- Relate various types of arts knowledge and skills within and across the arts disciplines.

The revised arts standards assist educators in delineating the required knowledge and expected behaviors in all four of the arts disciplines. This format reflects the critical importance of locating the separate arts disciplines as one common body of knowledge and skills.

Revision of the Standards

By establishing visual and performing arts standards in 1996, New Jersey conveyed its strong commitment to arts education for all students. In its first periodic review and revision of the standards, two independent consultants were contracted by the state through the Arts Education Partnership, a national consortium of arts, education, business, philanthropic, and government organizations. Since New Jersey's original approach to creating arts standards was to convey the significant kinds of abilities common to all four arts disciplines – dance, music, theater, and visual art, the reviewers examined the standards through a wide lens for overall strengths and improvement needs. The review team's findings informed the process of the arts revision committee. The committee also studied the National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts; McRel's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education; and arts content standards from all states.

The independent reviewers found the original 1996 arts standards effective in defining the scope of necessary arts content knowledge, and in identifying key concepts that influence the most current approaches to arts education, namely aesthetics, production/performance, criticism/evaluation, and history. However, they fell short in addressing the depth or focus for learning. It was recommended that strengthening the focus of the standards, and specifying what was to be learned in each standard would create more concrete images of the activities students would engage in to demonstrate their understanding.

The revision committee retained the structure of the original 1996 standards document with respect to standards 1, 4 and 5. These standards pertain to all the arts disciplines. Those standards having to do with creating and performing works of art, and the elements of art are divided into content-specific subsets of expectations for each of the four arts disciplines. The design standard (formerly standard 6) has been subsumed by the other standards and realigned with each of the arts disciplines. Smaller grade level bands, increased specificity, and content strands have been outlined to allow teachers to focus on developmentally appropriate content and skills in ways that will boost student achievement in the arts.

Standards and Strands

The visual and performing arts standards provide both the foundation for creating local curricula decisions and the opportunity for meaningful assessments in all four art forms. There are five standards for visual and performing arts, each of which has a number of lettered strands. These standards, and their associated strands, include:

- 1.1 Aesthetics**
 - A. Knowledge
 - B. Skills
- 1.2 Creation and Performance**
 - A. Dance

- B. Music
- C. Theater
- D. Visual Art

1.3 Elements and Principles of the Arts

- A. Dance
- B. Music
- C. Theater
- D. Visual Art

1.4 Critique

- A. Knowledge
- B. Skills

1.5 World Cultures, History, and Society

- A. Knowledge
- B. Skills

Cumulative Progress Indicators (CPIs) further define each content standard. These CPIs delineate expected student progress in grades 2, 4, 6, 8, and 12. The CPIs may be used as a basis for the development of curriculum at all grade levels as well as for developing local assessments to ensure that the desired level of understanding or skill has been achieved. Throughout this document, the term “works of art” refers to selections of works from each of the four disciplines.

Resources

Consortium of National Arts Education Associations: American Alliance for Theatre & Education, Music Educators National Conference, National Arts Education Association, National Dance Association (1994). *National standards for arts education: What every young American should know and be able to do in the arts*. Reston, VA: Music Educators National Conference.

Deasy, R. J. (Ed.). (2002). *Critical links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.

Fisk, E. B. (Ed.). (1999). *Champions of change: The impact of the arts on learning*. Alexandria, VA: The President’s Committee on the Arts and Humanities and Arts Education Partnership.

Kendall, J. S. & Marzano, R. J. (2000). *Content knowledge: A compendium of standards and benchmarks for K-12 education* (3rd ed). Aurora, CO: McRel (Mid-Continental Research for Education and Learning) and Alexandria, VA: ASCD.

Learning and the arts: Crossing boundaries. Proceeding from an invitational meeting for education, art, and youth funders. (2000, January 12-14). Los Angeles, CA: The

Geraldine R. Dodge Foundation, J. Paul Getty Trust, and the John D. and Catherine T. MacArthur Foundations.

Literacy in the arts: An imperative for New Jersey schools. (1989, October). Literacy in the Arts Task Force.

Longley, L. (Ed.). (1999). *Gaining the arts advantage: Lessons learned from school districts that value arts education.* Alexandria, VA.: The President's Committee on the Arts and Humanities and Arts Education Partnership.

New Jersey State Department of Education, (1996). *New Jersey core curriculum content standards.* Trenton, NJ: Author.

New Jersey State Department of Education. (1999). *New Jersey visual and performing arts curriculum framework.* Trenton, NJ: Author.

Seidel, S., Eppel, M., & Martinello, M. (2001). *Arts survive: A study of sustainability in arts education partnerships.* The Arts Survive Research Study, a research study conducted at Project Zero at the Harvard Graduate School of Education supported by the John S. and James L. Knight Foundation.

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Observe the four art forms of dance, music, theater, and visual art.
2. Explain that dance, music, theater and visual art can generate personal feelings.
3. Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project.

B. Skills

1. Communicate observational and emotional responses to works of art from a variety of social and historical contexts.
2. Provide an initial response when exposed to an unknown artwork.
3. Use imagination to create a story based on an arts experience in each of the art forms.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.
2. Communicate ideas reflecting on the nature and meaning of art and beauty.
3. Recognize works of art and art elements designed to imitate systems in nature.

B. Skills

1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.
2. Compare and contrast works of art that communicate significant cultural meanings.
3. Apply qualitative terms when responding to works of art.
4. Create an arts experience that communicates a significant emotion or feeling.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Knowledge

1. Examine works of art that have a utilitarian purpose (Functionalism).
2. Analyze works of art that place emphasis on structural arrangement (Formalism).
3. Describe how an element of an art form contributes to the aesthetic value of a particular work.
4. Describe the compositional design in selected works of art or performance.

B. Skills

1. Explain the aesthetic qualities of specified art works in oral and written responses.
2. Incorporate personal life experiences into an aesthetic response about an artwork.
3. Examine how exposure to various cultures and styles influence individuals' feelings toward art forms and artworks.
4. Communicate ideas about the social and personal value of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge

1. Examine works of art that communicate significant cultural beliefs or set of values.
2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.
3. Analyze how art is often defined by its originality.

B. Skills

1. Differentiate between the unique and common properties in all of the arts.
2. Distinguish among artistic styles, trends, and movements in various art forms.
3. Express how art is inspired by an individual's imagination.
4. Describe changes in meaning over time in the perception of a known work of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Dance

1. Perform planned and improvised dance sequences using the elements of time, space/shape, and energy.
2. Communicate through the creation and performance of planned and improvised sequences in response to meter, rhythm, and variations in tempo.
3. Create and perform using objects and other art forms as creative stimuli for dance.
4. Perform such movements as bending, twisting, stretching, and swinging using various levels in space.

B. Music

1. Clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo.
2. Vocalize the “home tone” of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
3. Improvise short tonal and rhythmic patterns.

C. Theater

1. Portray characters and describe basic plots and themes in creative drama.
2. Experiment with the use of voice and movement in creative drama and storytelling.
3. Employ theatrical elements to create and express stories in various cultural settings.
4. Show how different uses of and approaches to theater can communicate experiences.

D. Visual Art

1. Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.
2. Cite basic visual art vocabulary used to describe works of art.
3. Present completed works of art in exhibition areas inside and outside the classroom.
4. Recognize how art is part of everyday life.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Dance

1. Perform planned and improvised dance sequences with and without musical accompaniment, demonstrating aspects of time, space/shape, and energy with the intent to communicate meaning.
2. Present planned and improvised dance sequences on a variety of themes using curved and straight pathways and levels in space and discuss their meanings.
3. Demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement.
4. Utilize arts media and technology in the creation and/or performance of short phrases and compositions.
5. Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding, and skipping in a dance context.
6. Define and maintain personal space.

B. Music

1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.
2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the “home tone.”
3. Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.
4. Modify elements of music within a piece to create different expressive ideas.

C. Theater

1. Demonstrate clarity of intent, character, and logical story sequence through classroom dramatizations.
2. Use movement as a medium for storytelling and as a means of projecting creative decisions regarding character.
3. Assume the roles of theater participants (e.g., director, actor, playwright, designer), and collaborate to enact classroom dramatizations using available materials that suggest scenery, properties, sound, costumes, and makeup.
4. Project an understanding of the intent of dialogue by performing from a script.

D. Visual Art

1. Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.
2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art.
3. Generate works of art based on selected themes.
4. Investigate careers in the world of visual arts.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Dance

1. Perform planned and improvised sequences demonstrating aspects of time, space/shape, and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic.
2. Choreograph and perform dances that communicate meaning on a variety of themes, demonstrating the ability to work in small groups in the choreographic process.
3. Develop dance technique that uses strength, flexibility, balance, and coordination appropriate to age and physical development.
4. Accurately identify and demonstrate basic sequences of movement from at least two different styles or traditions, demonstrating awareness of movement principles in dance (e.g., alignment, balance, initiation of movement, directing of focus).
5. Investigate arts-related careers.

B. Music

1. Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
2. Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice.
3. Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups.
4. Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies.
5. Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition.
6. Investigate arts-related careers.

C. Theater

1. Discuss and demonstrate the connection between body, movement, and voice in theatrical expression.
2. Create characterizations in context through manipulation of vocal and physical qualities and circumstances.
3. Collaboratively plan and execute group scenes stemming from improvisation.
4. Analyze classroom dramatizations from different perspectives (e.g., playwright, actor, director, designer) and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations.

5. Differentiate among vocal rate, pitch, and volume as they affect articulation, meaning, and character.
6. Investigate arts-related careers.

D. Visual Art

1. Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
2. Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.
3. Recognize and use various media and materials to create different works of art.
4. Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.
5. Investigate arts-related careers.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Dance

1. Demonstrate a broad range of dynamics and movement qualities by manipulating aspects of time, space, and energy.
2. Choreograph and perform dance works based on social themes, using elements and production values that serve the selected theme.
3. Develop and perform movement sequences and dance phrases that demonstrate rhythmic acuity, and employ such choreographic structures as AB, ABA, canon, call and response, or the use of narratives.
4. Design a dance work that incorporates at least two other art forms to enhance the central idea.

AND/OR

B. Music

1. Perform compositions containing progressively complex notation and use standard notation to record musical ideas.
2. Perform independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities.
3. Improvise original melodies and/or rhythms over given chordal progressions or rhythmic accompaniments in a consistent style, meter, and tonality.
4. Identify careers and lifelong opportunities for making music.

AND/OR

C. Theater

1. Analyze descriptions, dialogue, and actions to discover, articulate, and create and portray character behaviors and justify character motivation.
2. Participate in theatrical presentations individually and in ensemble, interacting as invented characters across a spectrum of social/historical contexts.
3. Create dramatic action within the context of a given situation, using acting skills that generate a sense of truth, focus, character, personal or emotional ownership, ensemble relationship, physical control, and vocal clarity.

4. Describe and analyze the components of theatrical design and production.

AND/OR

D. Visual Art

1. Incorporate various art elements and principles in the creation of works of art.
2. Explore various media, technologies and processes in the production of two and three dimensional art.
3. Identify form, function, craftsmanship, and originality when creating a work of art.
4. Identify careers and lifelong opportunities for making art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Dance

1. Demonstrate technical proficiency and artistic application of anatomical and kinesthetic principles in performance.
2. Craft dances with themes that have unity of form and content and demonstrate the ability to work alone and in small groups to create dances with coherence and aesthetic unity.
3. Collaborate in the design and production of a dance work.
4. Outline a variety of pathways and the requisite training for careers in dance.

AND/OR

B. Music

1. Sing or play musical works from different genres with expression and technical accuracy.
2. Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.
3. Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.
4. Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.
5. Outline a variety of pathways and the requisite training for careers in music.

AND/OR

C. Theater

1. Create original interpretations of scripted roles demonstrating a range of appropriate acting styles and methods.
2. Interpret a script by creating a production concept with informed, supported, and sustained directorial choices.
3. Collaborate in the design and production of a theatrical work.
4. Plan and rehearse improvised and scripted scenes.
5. Outline a variety of pathways and the requisite training for careers in theater.

AND/OR

D. Visual Art

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.
2. Perform various methods and techniques used in the production of works of art.
3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.
4. Outline a variety of pathways and the requisite training for careers in the visual arts.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Dance

1. Identify the basic dance elements of time, space/shape, and energy in planned and improvised dance sequences.
2. Identify movement qualities such as jagged, sharp, smooth, bouncy, or jerky using the vocabulary of dance.
3. Explore arts media and themes as catalysts in the composition of dance.
4. Explore personal space.

B. Music

1. Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
2. Recognize ways to organize musical elements such as scales and rhythmic patterns.

C. Theater

1. Identify basic elements of theater such as setting, costumes, plots, scenes, and themes.
2. Explore the use of voice, movement, and facial expression in conveying emotions in creative drama and storytelling.

D. Visual Art

1. Identify the basic art elements of color, line, shape, form, texture, and space.
2. Discuss how art elements are used in specific works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Dance

1. Investigate the relationship of dance and other art forms.
2. Differentiate basic compositional structures in choreography.
3. Recognize contrasting and complementary shapes and shared weight centers in composition and performance.

B. Music

1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.
2. Identify and categorize sound sources by common traits.
3. Differentiate basic structures in music composition.

C. Theater

1. Recognize basic stage directions in the dramatization of stories/plays.
2. Examine the basic structural characteristics of the well-made play.

D. Visual Art

1. Identify the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
2. Identify elements and principles of design in specific works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Dance

1. Analyze both formal and expressive aspects of time, shape, space, and energy in various dance works.
2. Analyze the principles of choreography applied in a master dance work.
3. Differentiate among the various artistic and non-artistic contributions involved in dance production.
4. Analyze the interrelationship between dance movement and the movements of everyday life, and effectively demonstrate the difference between pantomiming and abstracting a gesture.
5. Interpret compositional use of dance elements for expressive purposes.

B. Music

1. Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.
2. Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.

C. Theater

1. Examine the range of roles and characterizations possible in theatrical production and performance.
2. Examine the relationship between physicality and character development.
3. Identify various tactics employed by actors to create believable, motivated action.

D. Visual Art

1. Describe the emotional significance conveyed in the application of the elements.
2. Describe a work of art that clearly illustrates a principle of design.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Dance

1. Describe the principles of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
2. Observe and explain how different accompaniment such as sound, music, or spoken text can affect the meaning of a dance.

AND/OR

B. Music

1. Analyze the application of the elements of music in a diversity of musical works.
2. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions.
3. Describe various roles that musicians perform and identify representative individuals and their achievements that have functioned in each role.

AND/OR

C. Theater

1. Investigate the structural characteristic of plays.
2. Assess character motivations within the construct of scripted plays.
3. Explain the interdependent relationship between the performance, technical design, and management functions of production.
4. Analyze scenes with regard to thematic and artistic intent, situation, character, and motivation.

AND/OR

D. Visual Art

1. Define the elements of art and principles of design that are evident in everyday life.
2. Apply the principles of design to interpret various masterworks of art.
3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Dance

1. Categorize the elements, principles, and choreographic structure of specific dance masterworks.
2. Articulate understanding of choreographic structures or forms such as palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.
3. Analyze issues of ethnicity, gender, social/economic status, age, and physical conditioning in relation to dance.

AND/OR

B. Music

1. Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.
2. Synthesize knowledge of the elements of music.
3. Identify how the elements of music are utilized in a variety of careers.

AND/OR

C. Theater

1. Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from dramatic texts.
2. Analyze the structural components of plays from a variety of social, historical, and political contexts.
3. Interpret a script to develop a production concept.
4. Explain the basic physical properties inherent in components of technical theater such as light, color, pigment, scenic construction, costumes, and makeup.

AND/OR

D. Visual Art

1. Compare and contrast innovative applications of the elements of art and principles of design.
2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.
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Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Explain that critique is a positive tool.
2. Define the basic concepts of color, line, shape, form, texture, space, and rhythm.

B. Skills

1. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.
2. Express how individuals can have different opinions toward works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Utilize basic arts terminology and arts elements in all four arts domains.
2. Recognize the value of critiquing one's own work as well as the work of others.

B. Skills

1. Observe the basic arts elements in performances and exhibitions.
2. Formulate positive analysis of arts performances by peers and respond positively to critique.
3. Recognize the main subject or theme in a work of art.

Building upon knowledge and skills gained in preceding grades by the end of Grade 6, students will:

A. Knowledge

1. Classify elements of unity or repetition in a work of art.
2. Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.
3. Describe the technical proficiency of the artist's work, orally and in writing.

B. Skills

1. Critique performances and exhibitions based on the application of the elements of the art form.
2. Identify and differentiate among basic formal structures within artworks.
3. Consider the impact of traditions in the critique of works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge

1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
2. Compare artistic content among contrasting art works in the same domain.

B. Skills

1. Evaluate the judgment of others based on the process of critique.
2. Compare and contrast the technical proficiency of artists.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).
2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.
3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

B. Skills

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.
2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Recognize works of art from diverse cultures.

B. Skills

1. Identify family and community as themes in art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Identify works of art from various historical periods and diverse cultures.
2. Recognize arts resources that exist in communities.

B. Skills

1. Describe the general characteristics of artworks from various historical periods and world cultures.
2. Examine art as a reflection of societal values and beliefs.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Knowledge

1. Reflect on a variety of works of art representing important ideas, issues, and events in a society.
2. Recognize that a chronology exists in all art forms.

B. Skills

1. Compare and contrast the contributions of significant artists from an historical period.
2. Hypothesize how the arts have impacted world culture.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge

1. Analyze how technological changes have influenced the development of the arts.
2. Examine how the social and political environment influences artists in various social/historical/political contexts.

B. Skills

1. Identify the common artistic elements that help define a given historical period.
2. Discuss how cultural influences add to the understanding of works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.
2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.
2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

